

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Research Background

Harmer (2008) stated that children were faster in learning than adolescence. Besides, teaching English at the primary schools was mainly aims to build the learners' interest in learning a foreign language (Rachmajanti, 2008). It is also supported by Sukarno (2008:58) at this level, they are in the golden age so that they can learn anything easily. From the statements above, it can be assumed that Teaching English at elementary level is easier than junior or senior high school level.

Vocabulary learning is an important part of any language learning process. Vocabulary also is an important element needed by the learners in studying the foreign language in order to communicate with the target language. According to Linda (2017), Vocabulary is an important part of learning a foreign language. It will be impossible for young learners to learn English without learning vocabulary because vocabulary is one of the major components used in verbal or non-verbal communication. Besides, Ahmadi et al (2012:186) stated that vocabulary learning

is one of the most important factors that foreign language learners encounter during the process of learning a foreign language. In other words, it is better to teach English vocabulary from the early ages. From the statements above, it can be concluded that learning vocabularies is the basic need of students at elementary schools in order to get success in learning English.

On the other hand, teaching English vocabulary to young learner sometimes arises crucial problems. It is because, first, young learners have their own characteristics so that the teachers could not only focus on their lesson plans, they should be more flexible. Second, young learners can hold their attention for about 15 to 20 minutes in learning. It is not as much as adult learners do (Mustafa, 2010:122).

The teacher should pay attention to the general problems that are often faced in the teaching and learning activities. Besides, the teacher should also know that young learners can learn easier than adults when they learn by doing. The teacher should give direct experience and physical activities such as playing game or direct experience (Linda, 2017). In fact, it is important for the teacher to know how to teach English vocabulary to young learners by using appropriate techniques in order to get success in teaching and learning activity.

There are some studies about teaching English vocabulary to young learners. such us the research conducted by Indah (2008), Her study was about the techniques of teaching English vocabulary at SDN Parangargo 02 Wagir, Malang. The result of her study showed the English teacher applied visuals techniques, mime and

gesture techniques, contrasts and opposites technique as her techniques in teaching English vocabulary because most of the students gave positive response and it made students understand the materials quickly.

Besides, Heni (2013), conducted a study about techniques of teaching English vocabulary used by a teacher at SD Arrohmah Malang. The result showed that the teacher applied seven techniques in teaching and learning English vocabulary. They are; visual technique, translation technique, sing a song technique, dialog technique, games technique, realia technique, mime and action techniques. Another research that was conducted by Ambarwati (2007), found that the teacher applied lecturing, discussing, direct experience, audio visual, and game techniques in teaching English vocabulary. Furthermore, Hardiyanti (2013) found that the teacher applied visual technique, mime, gesture, contrast and also opposite technique, example of the type, translation, game, and also song.

From the previous studies above, the researcher is interested in conducting the research about techniques of teaching English vocabulary implemented in elementary school. However, the previous studies were conducted in established schools. In which there have been many studies conducted. He is interested in doing a research at the first grade of SD Muhammadiyah 3 Assalam Malang because it is a new elementary school that just opened in 2016 and there are still very few studies conducted at that school.

1.2 Research Problems

Based on the background of the study above, the problem of the research can be stated as follows:

1. What are the techniques used by the English teacher in teaching English vocabulary at SD Muhammadiyah3 Assalam Malang?
2. How does the teacher use the techniques in teaching vocabulary at SD Muhammadiyah 3 Assalam Malang?

1.3 Research Objectives

Based on the statement of the problem above, the purpose of the research as follows:

1. To find out the techniques used by the English teacher in teaching English vocabulary at SD Muhammadiyah3 Assalam Malang.
2. To describe how the teacher used the techniques in teaching vocabulary at SD Muhammadiyah 3 Assalam Malang.

1.4 Scope and Limitation

In this study, the researcher intends to limit about the techniques in teaching English vocabulary at the first grade of SD Muhammadiyah 3 Assalam Malang and how the teacher using those techniques.

1.5 Research Significances

The researcher is expected that this study gives some contribution in term of theoretically and practically to the teacher of SD Muhammadiyah 3 Assalam Malang.

First, the theoretical significance is that the result of this study can be used to enrich the teacher knowledge and understanding on the techniques and its' implementation. Also, it can make the teacher would have a better techniques of teaching English vocabulary. Second, the practical significance is that after conducted this study, the researcher hopes to give feedback to the teacher in order how to deliver teaching techniques to make the students interested in learning English vocabulary.

Besides, the result of this study is expected to be used as a reference for the next researcher. It can facilitate their future research on the area of techniques of teaching English vocabulary at elementary schools.

1.6 Definition of Key Terms

1. Technique refers to the term of activities in teaching. It is conducted with the exercise for the students, activities in learning process, or task in the classroom (Brown in Linda, 2017). It is concluded that technique is all of the ways or strategies conducted by the teacher in teaching and learning process.

2. Teaching is a process of transferring knowledge to the learners in order to make them how to do something using instruction or guiding so that they get the knowledge (Brown, 2007). It is concluded that teaching is a process to delivering the materials to the target learners in order to transforming the knowledge.
3. Vocabulary as a collection of all words in a particular language and have a form of an expression that is associated with meaning. (Thornbury, 2002). It means that vocabulary is a group of words used by a certain people with expression and meaning.

